

**THE INFLUENCE OF USING WORD WALL TOWARD
STUDENTS' VOCABULARY MASTERY
AT MTS AL-FURQAN DUMAI**



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PEKANBARU
1432 H/2011 M**

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Thesis

Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education
(S.Pd.)



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In the name of Allah, the Most Gracious and the Most Merciful. Praise only belong to Allah Almighty, the lord of the universe, By His guidance and blessing, the researcher completed this academic requirement and then the researcher says peace be upon prophet Muhammad SAW.

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Pekanbaru, June 22, 2011
The Writer,

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DEDICATION

*This thesis is dedicated to:
her self,
her beloved parents,
her beloved family,
and her friends.*

Love you all..

ABSTRAK

Siska Nuzulina (2011): Pengaruh Penggunaan Dinding Kata Terhadap Penguasaan Kosa Kata Siswa di Madrasah Tsanawiah Al-Furqan Dumai.

Subjek dari skripsi ini adalah siswa kelas dua di MTs Al-Furqan Dumai dan objeknya adalah pengaruh penggunaan dinding kata terhadap penguasaan kosa kata siswa. Populasi penelitian ini adalah seluruh siswa kelas dua MTs Al-Furqan Dumai yang berjumlah 60 siswa. Adapun rumusan masalah pada penelitian ini adalah; bagaimana penggunaan dinding kata terhadap penguasaan kosa kata siswa?, dan apakah ada pengaruh yang signifikan dari penggunaan dinding kata terhadap penguasaan kosa kata siswa kelas dua MTs Al-Furqan Dumai?. Maka dari itu penelitian ini bertujuan untuk mengetahui dan mengungkapkan informasi tentang pengaruh penggunaan dinding kata terhadap penguasaan kosa kata siswa.

Dalam penelitian ini, peneliti mengumpulkan data dengan menggunakan teknik observasi dan tes. Observasi bertujuan untuk mengetahui bagaimana dinding kata mempengaruhi penguasaan kosa kata siswa. Tes yang digunakan berisi berbagai pertanyaan tentang kosa kata dan bertujuan untuk mengetahui penguasaan kosa kata siswa. Data yang dikumpulkan dianalisis dengan teknik t-test. Untuk menganalisisnya peneliti menggunakan bantuan program SPSS versi 16.0. Dari data yang diperoleh, penggunaan dinding kata mempengaruhi penguasaan kosa kata siswa. Hal ini dapat dilihat dari skor tes kosa kata siswa yang meningkat dari sebelum hingga sesudah diberi perlakuan. Sebelum diberi perlakuan 19.99% siswa berhasil dan 80.01% gagal dalam tes kosa kata. Sedangkan setelah diberi perlakuan, ada 83.33% siswa yang berhasil dalam tes kosa kata dan yang gagal ada 16.67%. Dinding kata mengajarkan siswa untuk belajar dengan mandiri apabila digunakan dengan optimal. Dinding kata juga mendukung siswa dalam aktifitas belajar termasuk menulis, membaca dan berbicara. Menarik perhatian siswa dalam menguasai kosa kata serta aktifitas menggunakan dinding kata membuat suasana kelas menjadi lebih menarik.

ABSTRACT

Siska Nuzulina (2011): The Influence of using Word Wall toward Students' Vocabulary Mastery at Madrasah Tsanawiah Al-Furqan Dumai.

The subject of this thesis is the second year students of MTs Al-Furqan Dumai and its object is the influence of using the word wall toward students' vocabulary mastery. The population was all the second year students of MTs Al-Furqan Dumai of 60 students. The formulation of the problem in this research are: how is the word wall influence the students' vocabulary mastery?, And is there significant influence of using word wall toward students' vocabulary mastery at the second year students of MTs Al-Furqan Dumai?. Therefore this study aims to determine and disclose information about the influence of using word wall toward students' vocabulary mastery.

In this thesis, the researcher collected data by using the techniques of observation and tests. Observation aims to find out how the word wall affects the students' vocabulary mastery. The test used contains various questions about vocabulary and aims to determine students' vocabulary. Data collected were analyzed by t-test technique. To analyze the researcher uses SPSS version 16.0. From the data obtained, the use of the word wall influencing students' vocabulary mastery. It can be seen from the vocabulary test scores of students increased from before to after treatment was given. Before the treatment was 19.99% pass and 80.01% of students fail in the test vocabulary. Meanwhile, after being given treatment, there are 83.33% of students who succeed on tests of vocabulary and 16.67% fail. Word wall to teach students to learn independently when used optimally. Word wall also supports students in learning activities including writing, reading and speaking. Attract the attention of students in mastering vocabulary and activities using word walls make classrooms atmosphere more interesting.

سيسكا نودولينا () : التأثير
الدينية إتقائها .

هذه هو هدفها هو التأثير
جميع
الدينية صياغة هذا هي :
كيفية هناك تأثيرات كبيرة
الدينية هذه تهدف تحديد
تأثير
هذه جمعها البيانات تقنيات يهدف
كيف يؤثر
ويهدف تحديد
يمكن ينظر إليه
أعطيت
نفسه وهناك
الذين ينجحون
استخدامها
الحديث
للاهتمام

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CHAPTER I INTRODUCTION

A. The Background

English teaching covers four skills, namely reading, listening, speaking and writing. The four skills are supported by the learning of language elements. They are structure, vocabulary, pronunciation and spelling. One of the important aspects to be learned in language learning is vocabulary, and it is major core in studying a foreign language. Robertson says that vocabulary is the words that compose a language.¹ Furthermore, Lado states that vocabulary is the lexical unit or written called word.²

The paragraph above indicates that vocabulary is very influential to English learners in their efforts to learn the language. It can be considered as the basis for being able to communicate through spoken and written interaction. Without sufficient vocabulary, the learner cannot either understand a reading text or produce a writing text. Without sufficient vocabulary, the learner cannot either comprehend a speech or produce an utterance. In short, it is imperative for the learners to have adequate vocabulary in order to communicate well.

Teaching vocabulary is not an easy work. Teacher should find the best or the effective technique to teach English vocabulary. According to Brown, language learning is not a set of easy steps that can be programmed in a quick

¹ Olifia, Teaching Vocabulary through the Odd Word Technique, Universitas Bung Hatta, Padang, 2004, p. 4

² Robert Lado, *Language Teaching*, Flotte College, New York, 1964, p. 65

do-it-yourself kit.³ In general, many teachers teach vocabulary based on handbook without using other media. Indirectly, it makes the students bored and also lazy to learn the new word. In fact, many students are failed in learning English because their vocabulary is lack.

Considering the importance of vocabulary in learning English and the students' vocabulary mastery, teacher should be able to make the lesson more fun and attractive. In this case, teacher is demanded to be more creative, not relying on handbook in teaching the vocabulary.

Media as teaching aids are needed to help students' understanding and to increase the effectiveness in the communication between teacher and students in teaching and learning process. It is also used to stimulate the students' motivation and students' interest to the lesson.

Teaching media is one of the important things in education. Media are all of physical tools that are able to provide the study and stimulate the students to study. Teaching media is used in improving or increasing the quality of teaching process.⁴ One of the beneficial media in improving students' mastery of vocabulary is the word wall. By applying word wall, students can remember the vocabulary without feeling that they are very serious in studying. Through the habit such as looking the word wall, indirectly they remember the vocabulary.

According to Chesley in his article entitled by "Word Wall" a word wall is a literacy tool composed of an organized collection of words which are

³ H. Douglas Brown, *Principles of Languages Learning and Teaching*, Prentice Hall, New Jersey, 2000, p. 1

⁴ Arif S Sadiman et al., *Media Pendidikan*, PT. Raja Grafindo, Jakarta, 2008, p. 6

displayed in large visible letters on a wall, bulletin board, or other display surface, usually in a classroom.⁵

Teachers display selected words on a wall or bulletin board and use them as the basis of words of identifying study. They become a kind of visual scaffolding that provides students with a reference for words they will need for literacy activities and helps them to make the transition to more independent reading and writing.

Many opinions about the influence of the use of word wall in mastering vocabulary. L. Weinstein states that word wall works for every age and every student. This is an important realization. If the teachers make it fun for all ages, word wall will be a success. Relevant to S. Ward revealed that walls would be most appropriate for primary students.⁶

Considering the experts' invention about word wall and the effectiveness in teaching vocabulary, the writer is interested in using word wall in teaching vocabulary at MTs Al-Furqan Dumai. Based on writer's preliminary observation at MTs Al-Furqan Dumai, most of the students know vocabulary, but when they are encountered to use it in reading, listening, writing and speaking they got difficulties in remembering and choosing the words. Moreover, some of them have lack of vocabulary and most of the students are not interested in learning vocabulary because teacher translate word by word in teaching. It makes students bored in English class.

⁵ Dr. Daryl Chesley, *Word Wall*, Retrieved June 20, 2010, from <http://blogit.cityschools.com/learningforall/tag/word-wall/>

⁶ http://wik.ed.uiuc.edu/index.php/Word_Wall

Moreover, the information from some teachers of English at MTs Al-Furqan, they justify that there are many English students of MTs Al-Furqan who are still have difficulties and problems in mastering vocabulary. It can be seen from phenomena as follows:

1. Some of the students know the vocabulary, but they do not know how to use it correctly.
2. The students have lack of vocabulary, because they are not interested in mastering vocabulary.
3. The teacher only orders the students to remember the vocabulary, but they never explain the students about vocabulary clearly.
4. Most of the students are not interested in learning the vocabulary because the teacher seldom stimulates and motivates the students in mastering the vocabulary.

Based on the phenomena stated by the writers above and considering how important the vocabulary to be mastered by students, the writer feels interested in researching research of this problem entitled: The Influence of Using Word Wall toward Students' Vocabulary Mastery at MTs Al-Furqan Dumai.

B. The Problem

1. Identification of the Problem

Based on the preliminary opinion of the expert and the statements above, the writer can conclude that the students at MTs Al-Furqan still have lower achievement in mastering vocabulary, so the writer finds some problems as identified in the following:

- a. How is students' vocabulary mastery?
- b. Why do the students get difficulties in mastering vocabulary?
- c. What factors cause the students have lack of vocabulary?
- d. What efforts do the students do in mastering vocabulary?
- e. Why do some of the students know the vocabulary, but they do not know how to use it correctly?
- f. Why the students are are uninterested in mastering vocabulary?
- g. Is there any significant influence of using word wall in students' vocabulary mastery?

2. Limitation of Problem

Considering the limitation of the writer in term of knowledge, time, and finance, it is necessary for the writer focus on her research in the influence of using word wall toward students' vocabulary mastery at the second year students of MTs Al-Furqan Dumai.

3. Formulation of Problem

Based on the limitation of the problem above, the problems in this research will be formulated on to the following research questions:

- a. How is the word wall influence the students' vocabulary mastery?
- b. Is there any significant influence of using word wall toward students' vocabulary mastery at the second year students of MTs Al-Furqan Dumai?

C. Reasons for Choosing the Title

The writer is interested in caring out this research because of some factors, they are:

- 1. The problems of the research are very interesting and challengeng to be investigated in term of teaching and learning of English, especially for students of English as the foreign language (EFL).
- 2. As far as the writer is concerned, the topic has not yet been researched by other researcher of the State Islamic University of Sultan Syarif Kasim Riau
- 3. The topic is relevant to the researcher as one of the students of English Education Department.

D. The Objective and Significance of the Research

For general, objective of the research is the description of the research, and it can be called as the purpose of the research. In this research, the writer classifies the objective of the research into some parts:

- a. It is to find out the students' mastery in using vocabulary.
- b. It is to find out the information about any influence of using word wall in students' vocabulary mastery.

Besides the objective research above, this research is made in significance of research; in this case, it is researched to provide scientific investigation of research in mastery of students in vocabulary. This topic contains some close relationship with the terms that needs to be investigated and analyzed too.

E. The Definition of the Terms

To avoid misunderstanding in reading this research, the writer feels that it is necessary to define some specific terms:

1. Use
 - a. Employ for a purpose, means, doing something with a machine, a method, an object, etc for a particular purpose.⁷
2. Word wall
 - a. Systematically organized collection of words displayed in large letter on a wall or other display place in the classroom.⁸
 - b. An outstanding method of increasing a student's vocabulary skills – and reinforcing literacy across the curriculum.⁹
 - c. Designated wall-space in a classroom that has the alphabet posted on it.¹⁰

⁷ AS Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Oxford University Press, Great Britain, 1987, p. 523

⁸ K. Gursky, *Interactive Word Walls*, California, 1999, p.1 Retrieved March 20, 2010, from <http://www.theschoolbell.com/links/wordwalls/words.html>.

⁹ Dr. Daryl Chesley, *Loc.Cit.*

¹⁰ Catherine Fortin, *Teaching Languages: Using a Word Wall in Language Study*, Retrived July 09, 2009, from http://languagestudy.suite101.com/article.cfm/the_target_language_word_wall

3. Vocabulary

- a. Total number of words which (with rules for combining them) make up a language.¹¹
- b. Group of words in a language and has a meaning if we use that language.¹²
- c. The words that compose a language.¹³
- d. The lexical unit or written called word.¹⁴

4. Mastery

- a. Mastery is a great skillfulness and knowledge of some subjects or activities.¹⁵
- b. Mastery is a complete control of knowledge.¹⁶ In this research, mastery can be defined as the complete knowledge or ability in vocabulary mastery by using word wall.

F. Organization of the Writing

Chapter one is Introduction which consists of: The Background, The Problems, The Reason of Choosing the Title, The Objective and Significance of the Research, The Definition of the Term, and The Organization of the Writing.

¹¹ AS Hornby, *Op.Cit.*, p. 959

¹² Kasihani K.E. Suyanto, *English for Young Learners*, Bumi Aksara, Jakarta, 2008, p. 43

¹³ Olifia, *Loc.Cit.*

¹⁴ Robert Lado, *Loc.Cit.*

¹⁵ [http// www.wikipedia.com](http://www.wikipedia.com)

¹⁶ AS Hornby, *Op.Cit.*, p. 523

Chapter two is the Theoretical Framework which consists of: The Theoretical Framework, The Relevant Research, The Operational Concept and Assumption and Hypothesis.

Chapter three is The Research Methodology which Consists of: The Location and Time of the Research, The Object and Subject of the Research, The Population and Sample of the Research, The Research Design, The Technique of a Collecting Data and The Technique of an Analyzing Data.

Chapter four is The Data Presentation and Data Analysis which consists of: Description of the Research Instrument, The Data Presentation of Observation, The Data Presentation of Test, The Display of the Data.

Chapter Five is Conclusion and Suggestion which consist of: The Conclusions and The Suggestions.

CHAPTER II

THEORETICAL FRAMEWORK

A. The Theoretical Framework

1. The Concept of Vocabulary Mastery

According to Hornby, vocabulary means total number of words which (with rules for combining them) make up a language.¹ Vocabulary is one of the important parts in learning English, particularly in reading comprehension, especially for the beginners. The main reason for these are; firstly, vocabulary is used as the main tool to understand forms, phrases, sentences and texts in one or more paragraphs; secondly, it functions to convey the meaning of the words in a text.

Mastery can be defined as great knowledge, skill or the complete knowledge of something. The Increase of morphology, the word ‘mastery’ is constructed from the base of ‘master’. Master is defined as gain control of something, gain great skill in something, such foreign language. Master is a person with the ability or power to use, control, or dispose of something.²

The mastery of vocabulary is inseparable with understanding about word classes. They are function and content words. These are essential elements that must be possessed by the learners, in order to, enable them to know and differentiate each it.

¹ AS Hornby, *Op.Cit.*, p. 959

² <http://dictionary.reference.com/browse/master>

Nunan said that the acquisition of adequate vocabulary is essential for successful foreign language use, because without an extensive vocabulary, we will be unable to use structural and function words that we have learned for comprehensible communication.³

Furthermore, it obviously informs that both structural and function word acquisition give valuable contribution to comprehensible communication that will be a consideration at the end of teaching and learning process.

Some people have passive vocabulary (word they understood) of up to 10.000 words, but an active vocabulary of between 10.000 and 20.000 words, it is for native speakers of a language. In foreign learning, an active vocabulary of about 3.000 to 5.000 words, and a passive vocabulary about 5.000 to 10.000 words is regarded as the intermediate to upper intermediate level of proficiency.⁴

Meaning that, vocabulary mastery refers to the great knowledge of words or the gaining of great skill in vocabulary.

2. The Nature of Vocabulary

Vocabulary is an important element in the acquisition of a second language.⁵ It can be said vocabulary is total number of words in language.⁶

Furthermore, River has also argued that the acquisition of an adequate

³ David Nunan, *Second Language Teaching and Learning*, International Thomson Publisher Company, Boston, 1991, p. 125

⁴ J.C.Richard, *Longman Dictionary of Language Teaching and Applied Linguistic*, Pearson Education Limited Edinburg Gate, England, 1992, p. 5

⁵ David Nunan, *Language Teaching Methodology*, Prentice Hall International UK Ltd, 1991, p. 118

⁶ Martin H Manser, *Oxford Lerner's Pocket Dictionary*, New York, 1995, p. 461

vocabulary is essential for successful second language use. Because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communication.⁷

In conclusion, communication will not take place well if the communication does not use the appropriate vocabulary or words. That is why, before learning the other language skill, such as listening, speaking, reading and writing people should learn vocabulary first.

Surely, there are some words in a sentence and those collections of words include to the vocabulary because vocabulary is a list or collections of words arranged in alphabetical order and explained. Those words could be Noun which is usually used as subject or object, Verb or it is usually used as predicate in a sentence, Adverbs etc.

The sentence may be further divided according to the functions of each word has in the subject – predicate relationship – each of these functions is classified as a different part of speech. They are:

a. Noun

It is one of most important part of speech. It is arrangement with the verb helps to form the sentence core which is essential to every complete sentence. It could be the name of person, place, thing or idea. Example: It is a magazine

b. Verb

It is the word which expresses an action or a help to make a

⁷ David Nunan, *Op.Cit.*, p. 117

statement.

Example: Mr. Herman is teaching mathematic.

c. Adjective

It is the word used to qualify noun or pronoun. Example: Mr. Herman is clever

d. Adverb

It is a word used for qualifying the meaning of verb, adjective, or another adverb. Example: Mrs. Nurul is teaching in the classroom.

e. Conjunction

It is a word used to relate one word to another one, or one sentence to another one. Example: I have to call him before I go.

f. Pronoun

It is the word which can take the place of a noun. Example: They are my lecturer.

g. Interjection

It is a word put into a sentence to express a sudden feeling of mind or emotion. Example: Oh my god, I can't believe it's real.

3. Presenting Vocabulary

In learning, learners must master vocabulary. To improve students' vocabulary, teacher teaches vocabulary in the classroom. There are some steps in teaching and developing vocabulary to students:

- a. Present the word clearly written in a paper or write it on the blackboard.

- b. Pronounce the word for the students, making sure that he or she looks at the words as it is pronounced.
- c. Have the students pronounce the word, again making sure that the students look at the word when it is pronounced.
- d. Explain the meaning of the word and present the word in written.

Frequently, the teacher will find it necessary to explain the meaning of a word or short phrase. The teachers' aim here will be to explain the new words as quickly and as efficiently as possible and following 'aids' can help to do this.

1) Realia

This is the word we use to refer to the use of real objects in the classroom. Thus the words '*pen*', '*ruler*', '*ball*', etc. can be easily explained by showing students *a pen* or *a ball* or *a ruler*, etc.

2) Pictures

Pictures are clearly indispensable for the language teacher since they can be used in so many ways. By pictures we mean *blackboard drawings*, *wall pictures*, *chart*, *flashcard*, and any other visual representation. Pictures can be used to explain the meaning of vocabulary items.

3) Mime, action and gesture

It is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions, in particular, are probably better explained by mime. Gesture is useful for explaining words

like '*from*', '*to*', etc. or indicating that the past is being talked about (the teacher gestures backwards over his shoulder).

4) Contrast

Sometimes a visual element (e.g. realia, picture, mime, etc.) may not be sufficient to explain meaning and contrast can be used. Thus the meaning of '*full*' is better understood in the context of '*empty*', '*big*' in the context of '*small*' etc.

5) Enumeration

The word '*vegetable*' is a difficult word to explain visually. If, however, the teacher rapidly lists (or enumerates) a number of vegetables the meaning will become clear.

6) Explanation

Explaining the meaning of vocabulary items can be extremely difficult just as grammatical explanation, especially at elementary levels. It will be important, if giving such explanations, to make sure that the explanation includes information about when the item can be used.

7) Translation

For many years translation went out of fashion and was considered as something of a sin. Clearly if the teachers are always translating this will impede students' learning since they want to hear and use the target

language, not their own. Translation, then, seems a useful measure if used sparingly, but it should be used with caution.⁸

4. The Nature of Word Wall

A word wall is a list of words that are related to each other in some ways. Word wall are used as a tool to teach a language concept. Often, they are displayed in large letters on a wall and used in collective classroom exercises, but smaller printed word wall word lists can be used for a variety of teaching exercises. Gursky stated that word wall is a systematically organized collection of words displayed in large letters on a wall or other large display in the classroom.⁹ Word wall has become a popular tool to teach literacy strategies in today's classrooms.¹⁰ Teachers display selected words on a wall or bulletin board and use them as the basis of word identification study. They become a kind of visual scaffolding that provides students with a reference for words they will need for literacy activities and helps them to make the transition to more independent reading and writing.

5. Students' Vocabulary Mastery

Vocabulary is very important in languages learning because it is hard to use language without vocabulary. All language skills are concerned with words. In listening, students hear the words; in speaking, they speak words; in reading, they face words; in writing, they use words; and in

⁸ Jeremy Harmer, *The Practice of English Language Teaching*, Longman Group Ltd, New York, 1985, p.85

⁹ K. Gursky, *Interactive Word Walls*, (California. 1999. P1) Retrieved March 20, 2010, from <http://www.theschoolbell.com/links/wordwalls/words.html>

¹⁰ Rycik Mary, *How Primary Teachers are Using Word Walls to Teach Literacy Strategies*, (2002. P.1) Retrived August 09, 2009 from http://findarticles.com/p/articles/mi_qa4064/is_200207/ai_n9098510/?tag=rbxcra.2.a.44

pronunciation, they ideally practice the pronunciation of sounds within word context, and then it is strange to practice sounds independently of words. If students understand the words by which the sounds are learned, learning becomes more meaningful, communicative, and of course, more effective than otherwise.

In learning vocabulary, there are some materials that relate with vocabulary like word family, word classes, synonyms, antonyms that can help students in comprehending vocabulary deeper.

a. Word Family

Word family is a word is constructed by adding prefix and suffix in base word or root. In word family, we discuss about affixes. There are two affixes. They are prefix and suffix. Here is the explanation and example both of them.

1) Prefix

Prefix is a syllable added at the beginning of words to change their meaning. The words of prefixes are *un-*, *in-*, *dis-*, *mis-*, *re-*, *pre-*, etc. the prefix *un-* and *in-*, are the most common negative prefix which both mean not. Prefix *mis-*, means wrong, *pre-*, means before, *re-*, means again, etc. the example words of prefixes are:

Words	Added prefix	Meaning
popular	unpopular	not popular
active	inactive	not active
consistent	inconsistent	not consistent
writing	prewriting	before writing
build	rebuild	build again

For example in sentence:

He is not popular artist (without Prefix)

He is unpopular artist. (adding by Prefix Un-)

From the example, we can see both of them have similar meaning, but the difference only in the “*popular*” word. In the first sentence, the “*popular*” word does not use prefix but it used to be + not to express negative meaning. While in the second sentence, the “*popula*”r word is added by prefix *un-* to express negative meaning too, the word become “*unpopular*”.

2) Suffix

Suffix is syllable added at the end of words to change their meaning or their part of speech. The words of suffix are *-ment*, *-ion*, *-ness*, *-less*, *-er/-or*, *-ist*, etc. the suffix *-ment*, *-er /-or*, and *-ist* are changed verb form becomes noun. The example is act (verb) added suffix or becomes actor (noun), etc. while the suffixness is used to change adjective form becomes noun. The example is *weak* (adj) added suffix *-ness* becomes *weakness* (noun). While the suffix *-less* means without. The example words of suffix are:

Word	Added suffix
Art	artist
Direct	director
Use	useless
Kind	kindness
Agree	agreement

For example in sentence:

They play football in the yard. (As a Verb)

They are a good football player. (As a Noun)

From the example, we can see both of them have differences in the word classes. In the first sentence, the word of *play* without added by suffix and the word class is verb. It describes about what the noun does. While in the second sentence, the word *play* is added by suffix *-er*. So, the word class changes from verb (*play*) become noun (*player*). It indicates noun in the sentence.

b. Synonyms and Antonyms

Learning Vocabulary, it means that we learn about meaning. Many words in English sometimes have more than one meaning. So there are many words although different but has similar meaning called synonyms. Beside similar, sometimes we must know the opposite meaning of the word called antonym. To appropriate in using synonyms we must consider with the context.

1) Synonyms

Synonyms are words that share a similar meaning. For example, old, ancient, antique, elderly are all synonyms in that they share the common meaning of not young /new. However, there the similarity ends. Synonyms are similar, but seldom the same. Even between words that seem interchangeable, such as taxi and cab or eggplant, one will be preferred over the other in certain context and by particular speakers.

For example:

Words	Synonyms
Look	See
Use	Wear
Good	Excellent

For example in sentence:

Andi uses bicycle to go to school.

He is wear blue t-shirt.

From the example, we can see that the *uses* of use, and *wear*, in the sentence have same meaning or synonyms but it s used in different context. *Use* can be used to describe for everything in general, while for *wear* is used to describe for something that will be used in the body.

2) Antonym

Antonyms are words with the opposite meaning. For example like *old* and *new*. It is called antonym, because the antonym of *old* is *new*. Like synonyms, the relation between such

opposite is not always *black* and *white* (to use two antonyms) and the very notion of oppositeness is troublesome. The opposite of *an old woman* is *a young woman*, but opposite of *an old record* is *a new record* not *a young record*. So, it can be assumed that both synonyms and antonyms have useful defining function and it depends on the context.

For example:

Antonyms	Words
Woman	Man
New	Old
Old	Young

The example in sentence:

Mr. Yayan karyana is a young man.

He is an old man.

My uncle has two old cars.

My uncle has two new cars.

From the examples, we can compare between first example and second example. Although both of the sentences use *old* word but the antonym is different. For the first example, the antonym of *old* is *young* because it describes age. While for the second example, the opposite meaning of *old* is *new* because it describes the condition of car. So, the writer can assume that when we will use both antonym and synonym, it must be appropriate with the context in a sentence or text.

6. The Factors Influencing Students' Vocabulary Mastery

A good vocabulary is essential to effective listening, speaking, writing and reading. The learners absolutely wish to achieve the components by mastering strong vocabulary. An expand vocabulary will provide the students with accurate and precise words in which this can only promote the understanding that is critical to effective communication. Mastering vocabulary is inseparable with the success of language learning.

There are several factors that influence the achievement of vocabulary mastery. They are:

a. Students attitude toward words

Students who develops large and precise vocabulary shows a keen interest in word and how they are used the word.¹¹

b. The important of wide reading

The wide reading will emphasize the mastery of vocabulary because students learn much of the vocabulary from reading. Reading is the best source of vocabulary for expansion.¹² Whenever you read, jet down any word you do not fully understand, so that you can learn the meaning and then permanently memorize to your vocabulary.

c. The role of teacher

The teacher give such as important instruction that can assist students in learning some words, improve comprehension of selection

¹¹ FM Grave, et al, *Teaching Reading in the 21st Century*, A Pearson Education Company, 2001, p. 29

¹² Robert Lado, *Op. Cit.*, p. 129

from which the words are taken, and shows students the value that the teacher place in words.

Pertaining to Grave said that teacher also promote activities leading to word consciousness because only if students are interested in words, value them and find them intriguing are likely to develop and enrich vocabulary.¹³

d. Dictionary Aid

Dictionary is also one of the factors that influence the mastery of vocabulary because it will gives important information of words.

7. The Influence of Using Word Wall Toward Students' Vocabulary

Mastery

The word wall approaches are originally designed to challenge in increase students' achievement as well as reluctant first language students (in elementary and secondary classroom) to develop vocabulary learning skills and to internalize new vocabulary.¹⁴ Using a set of some words filled wall panels, each with a different background color responding to a different curricular objective example phonic element, word form classes, grammatical forms, or spelling pattern, etc. the students are surrounded by words. Each panel include lexical item selected from vocal list corresponding to classroom readers and list of high frequency English words. The repetition makes possible by using the word wall approach, and

¹³ FM Grave, et al, *Op. Cit.*, p. 205

¹⁴ Kevin et al, *The Word Wall Approach: Promoting L2 Vocabulary Learning*, 2000, p. 2
Retrieved October 10, 2010 from <http://eca.state.gov/forum/vols/vol38/no3/p2.htm>

the possibility for the students to see, touch, hear, say and write the words, will increase the English achievement.

The importance of vocabulary for foreign language students requires that teacher solidify their commitment to vocabulary building. The word wall approaches as originally conceived and in various adapted renditions, helps students build their vocabularies and vocabulary learning strategies. The versatility of the approach makes it attractive for teacher in arranges of instructional setting, in all case; the word wall can assist students in building their vocabulary, thereby improving their language proficiency and ability to function in the target language.

There are seven of guidelines that assisted teachers in using the word walls more effective they are:

- a. Before words are placed on the word wall, there are; three criteria used to be made: the word wall entries must be useful to the students, useable by students, and frequently used by native speaker. Posting words that students need to understand to comprehend a reading. A chart or graph, a video, a lecture, a bulletin board display, or a guess speaker is an effective word walls strategy.
- b. Teacher should consider how many words that they want on the word wall at any given time and over the cause of a term.
- c. Word wall selection need not be confined to single word.

- d. Word wall items should be placed creatively rather than in straight, orderly rows on the word wall.
- e. The word wall is more effective when it is “a regular and predictable part of classroom activities”.
- f. A variety of instructional activities that recycle and review word wall items should be defined for class room used.
- g. Depending on the students’ age, maturity, and language proficiency, teacher must decide how to introduce the word wall concept.¹⁵

There are many advantages that we can get in using word wall in teaching vocabulary. Word wall teaches students to recognize and to spell high frequency words; see patterns and relationship in words build phonemic awareness skills and apply phonics rules. Word wall also provides reference to support students during reading and writing activities. Students learn to be independent as they use the word wall in daily activities.

The advantages of teaching vocabulary by using word wall:

- a. To support the teaching of important general principals about words and how they work.
- b. To foster reading and writing.
- c. To promote independence on the part of young students as they work with words in writing and reading.

¹⁵ Kevin et al. *The Word Wall Approach: Promoting L2 Vocabulary Learning*.(2000. P.5)
Retrieved October 10, 2010 from <http://eca.state.gov/forum/vols/vol38/no3/p2.htm>

- d. To provide a visual map to help students remember connections between words and the characteristics that will help them form categories.
- e. To develop a growing core of words that become part of a reading and writing vocabulary.
- f. To provide reference for students during their reading and writing.

Kathy Gursky also stated two advantages of it:

- a. The word wall can attract the students' attention to master vocabulary.
- b. The word wall activities can make the classroom atmosphere seem to be more interesting.¹⁶

B. The Relevant Research

Syafii stated that relevant research is required to observe some previous researcher conducted by other researcher in which they are relevant to our research itself. Besides, we have to analyze what the point that was focused on, inform the designs, finding and conclusion of the previous research.

This research entitled the influence of the using of word wall toward students' vocabulary mastery at MTs Al-Furqan Dumai. There are some previous researches those are relevant with the writer's research. Here, the writer will give a glance of profile of those relevant researches. In this case, the writer presents little bit about those researches. Susanti in her research

¹⁶ K. Gursky, *Loc.Cit.*

entitled,” The Ways Taken by Students in Learning Vocabulary at The Second Year of Islamic Junior High School Alfattah SKPC Pasir Agung”, stated that the ways taken by students in learning vocabularies that the students memorized the new vocabulary, the students use vocabulary in writing, the students used antonym technique in learning vocabulary and the students tried to make note book in order to memorize kind of vocabulary.¹⁷

Besides, they are some other researchers who had similar researcher to the writer’s research. Nanang Suhardi researched about “The Effectiveness of Using Modified Word Search Games to Increase Vocabulary Mastery of The Second Year Students of SMPN 1 Buru Karimun Regency”. He concluded that modified word search game was one of the games that could increase students’ vocabulary mastery.¹⁸

In this part, the writer discusses some previous research about teaching vocabulary in increasing students’ vocabulary mastery. Before, the other writer had researched the technique or method of teaching vocabulary by using picture, demonstration, TPR and the result was effective. In this research, the writer is interested in researching teaching vocabulary by using word wall.

C. Operational Concept

The operational concept is a main element to avoid misunderstanding and misinterpretation in scientific study. According to Hornby, concept is an idea

¹⁷ Susanti, The Ways Taken by Students in Learning Vocabulary at The Second Year of Islamic Junior High School Alfattah SKPC Pasir Agung, UIN Suska, Pekanbaru, 2007.

¹⁸ Nanang Suhardi, The Effectiveness of Using Modified Word Search Games to Increase Vocabulary Mastery of The Second Year Students of SMPN 1 Buru Karimun Regency, UIN Suska, Pekanbaru, 2008.

or a principle that is connected with something general notion. In a research plan, we must interpret the concept into a particular word in order to be easy to measure and operate.

In carrying out this research, it is necessary to clarify the variable used in analyzing the data, there are two variables. Variable X is the use of word wall and variable Y is students' vocabulary mastery.

The indicators of using word wall for experiment class:

1. The teacher chooses some words based on theme.
2. The teacher posts the terms that teacher want students to master.
3. The teacher posts the terms and their definitions.
4. The teacher posts sight words that students want to learn.
5. The teacher posts root words and affixes.
6. The teacher teaches the students about vocabulary.
7. The teacher asks the students to answer the question in the test.

The indicator of students' vocabulary mastery by using word wall:

1. The students are able to complete the sentence.
2. The students are able to find out the synonym.
3. The students are able to identify the antonym.
4. The students are able to find out the lexical item of the words.
5. The students are able to connect words from general to specific one.

D. Assumption and Hypothesis

1. Assumption

Before formulating the hypothesis as temporary to the problem discussed, the writer would like to present some assumptions:

- a. Teaching vocabulary by using word wall motivated the students in mastering vocabulary.
- b. Using word wall in teaching vocabulary is able to stimulate the students' attention.

2. Hypothesis

Ha: There is a significant different on students' vocabulary mastery between experiment and control class.

Ho: There is no significant different on students' vocabulary mastery between experiment and control class.

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Location and Time of the Research

This research was conducted at MTs Al-Furqan Dumai on Jl. Perwira Bagan Besar Dumai in the academic year 2010/2011. The research was done from April until June.

B. The Object and The Subject of Research

The object of the research is the influence of the using word wall toward students' vocabulary mastery. While subject of the research is the second year students of MTs Al-Furqan Dumai.

C. The Population and The Sample of Research

The population of this research was all of the second year students of MTs Al-Furqan Dumai in academic year 2010/2011. Here, there were two classes. Class II 1 consists of 30 students and class II 2 consists of 30 students. Population of this research was 60 students. So, the writer did not take sample.

D. Research Design

The type of this research is quasi-experimental research intended to find out the influence of using word wall toward students' vocabulary mastery. In this research, the researcher used pretest-posttest control group design. There

were two groups as samples that one was called experimental group administered by using word wall and another was the control group administered without using word wall. However, the materials given and purpose of the research to each group were the same.

There were two kinds of test given in this research; they were pre-test given before the treatment and post-test given after the treatment. According to Arikunto the type of this research can be designed as follows:

TABLE III.1
Research Design

E : 0 ₁ x 0 ₂
P : 0 ₁ 0 ₂

Where:

E = Experiment group

P = Control group

0₁ = Pre-test to experimental group and control group

x = Receive the treatment using word wall

0₂ = Post-test to experimental and control group¹

¹ Suharsimi Arikunto, *Manajemen Penelitian*, Rineka Cipta, Jakarta, 2007, p. 210

E. The Techniques of Collecting Data

1. Observation

Arikunto stated that observation is an activity which concerns on some objects by using the five senses.² The observation was carries out to observed the problem dealing with the using of word wall. In this technique, the writer did observation directly about the influence of using word wall toward students' vocabulary mastery.

2. Test

The technique of collecting data used in this research was Test, to get the score of the students English vocabulary mastery. The writer gave the students before (pre-test) and after treatment (posttest). The test consisted of 30 items of missing words in various test of vocabulary, and the test was based on the materials that had been given to the students in 8th meeting. The materials were taken from the students' book. Those were EOS English on Sky for junior high school published by Erlangga, Interactive English junior high school by yudhistira and some other words added according to students need.

In order to know the reliability as well as the validity of the test, the writer conducted a try out in another sample to get reliable test of this research. It was also used to determine the difficulty level and the discrimination index of each test item. The difficulty level on the item shows how easy or difficult the particulars item provide in the test. The test

² Suharsimi Arikunto, *Prosedur Penelitian*, PT. Rineka Citta, Jakarta, 2006, p.115

accepted if the degree of difficulty is between 0.30 – 0.70 and it is rejected if the degree of difficulty is less than 0.30 (difficult) or over 0.70 (easy). It is expressed as the percentage of the students who answer the item correctly.

Heaton stated that in calculating it, the following is used

$$FV = \frac{R}{N}$$

In which:

FV = Difficulty level

R = the number who answer the item correctly

N = the total number who answer the item³

The discrimination index of an item indicates that the extent to which the item discriminate between the students and separating the more students are able from the less able ones. It was calculated by the following formula:

$$D = \frac{\text{correct } U - \text{correct } L}{n}$$

Where:

D = Discrimination index

U = the number of upper level who answer the item correctly

L = the number of lower level who answer the item correctly

N = Half of total students

³ Maria Ulfa, *The influence of Loci Method in Teaching Vocabulary on Students' vocabulary Achievement at The First Year of MTs Darul Falah Salo*, UIN Suska Riau, Pekanbaru, 2007, p.22

The next step is to compute the reliability of the test. According to Heaton reliability is necessary characteristic of a good test. In order to find the reliability of the test, the following formula is used:

$$r = \frac{N}{N-1} \left[1 - \frac{m(N-m)}{NX^2} \right]$$

Where:

- r = the reliability
- N = the number items in the test
- m = the mean score on the test for all test
- X = the standard deviation of all the test

Test materials were taken from English book for the second year students of Junior High School. Tinambunan stated that the reliability coefficient for good classroom achievement test is expected to exceed 0.70 he added that the reliability of a test is considered as follows:

TABLE III.2
The Level of Reliability

0.0 - 0.20	Reliability is low
0.21 – 0.40	Reliability is sufficient
0.41 – 0.70	Reliability is high
0.71 – 1.00	Reliability is very high

In order to get the discrimination of the answer given by the students, the data were analyzed by using Wayan and Sumartana's formula as follows:⁴

$$M = \frac{\sum X}{N} \times 100$$

Where:

M = individual score

X = correct answer

N = number of items

In order to know the classification of students' score, the writer uses the following classification:

TABLE III.3
The Achievement of Students' English Vocabulary

No	Classification	Score
1	Excellent	91 – 100
2	Very Good	81 – 90
3	Good	71 – 80
4	Poor	61 – 70
5	Failure	Less 60

F. The Technique of Analyzing data

This research is a quasi-experiment research. In this case, there were two classes. To analysis the data, the researcher used independent sample t-test. It happened because this research compared two groups experimental and control

⁴ *Ibid.*, p.24

groups) with the different technique in teaching and learning process. In experimental group, English was taught by using word wall however in control group, English was taught by using word wall. Therefore, before and after teaching English by using word wall, the researcher used a statistically significant influence in vocabulary mastery between students taught by using word wall and without using word wall.

In this research, the writer gave the test, pre-test and posttest.

The formula is

$$O_1 + O_2$$

The data collected were the result of the pre-test and posttest. The writer's purpose is to compare two results with the research question "is there any significant difference between those two results".

Steps in analyzing experimental data with pre-test posttest design are:

1. Search the mean score of pre-test
2. Search the mean score of posttest
3. Count the difference by using t-test, the formula is:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Description of the Research Instrument

In the previous chapter, it has been explained that the aim of the research is to know whether the use of word wall toward students' vocabulary mastery and the influence of using word wall toward students' vocabulary mastery. In order to collect the data in this research, the writer takes the data from observation and test.

The researcher uses observation to gain the data about the teacher activities in using word wall. Meanwhile, in collecting data about the students' vocabulary mastery, the writer uses the test.

Based on the data which is collected through observation they are qualitative. Furthermore, they are analyzed every items that is the observation form, the researcher uses two alternative answer "YES" and "NO". Where yes answer indicates that the word walls are implemented, otherwise no answer indicates that the word walls are not implemented.

B. The Data Presentation of Observation

In order to get the answer of the first formulation of the problem “how is the word wall influence the students’ vocabulary?”, the data are presented as the result of observation conducted toward the teacher in the class. The researcher observed each items carefully during teaching learning process in the treatment or experiment class. The researcher presents the result in the following tables:

Observation : 1
 Day / Date : Sunday, 24th April 2011
 Class : II.1
 Theme : Food and Drink

TABLE IV.1
The Result of Observation

NO	OBSERVATION	CATEGORIES	
		YES	NO
1	The teacher chooses some words based on theme.	✓	
2	The teacher posts the terms that teacher want students to master.	✓	
3	The teacher posts the terms and their definitions.	✓	
4	The teacher posts sight words that students want to learn.	✓	
5	The teacher posts root words and affixes.	✓	
6	The teacher teaches the students about vocabulary.	✓	
7	The teacher asks the students to answer the question in the test.	✓	
TOTAL		7	0
PERCENTAGE		100%	0%

Observation : 2
 Day / Date : Sunday, 1st May 2011
 Class : II.1
 Theme : Let's have a drink

TABLE IV.2
 The Result of Observation

NO	OBSERVATION	CATEGORIES	
		YES	NO
1	The teacher chooses some words based on theme.	✓	
2	The teacher posts the terms that teacher want students to master.	✓	
3	The teacher posts the terms and their definitions.	✓	
4	The teacher posts sight words that students want to learn.	✓	
5	The teacher posts root words and affixes.	✓	
6	The teacher teaches the students about vocabulary.	✓	
7	The teacher asks the students to answer the question in the test.	✓	
TOTAL		7	0
PERCENTAGE		100%	0%

Observation : 3

Day / Date : Sunday, 8th May 2011

Class : II.1

Theme : Hear the Tales

TABLE IV.3
The Result of Observation

NO	OBSERVATION	CATEGORIES	
		YES	NO
1	The teacher chooses some words based on theme.	✓	
2	The teacher posts the terms that teacher want students to master.	✓	
3	The teacher posts the terms and their definitions.	✓	
4	The teacher posts sight words that students want to learn.	✓	
5	The teacher posts root words and affixes.	✓	
6	The teacher teaches the students about vocabulary.	✓	
7	The teacher asks the students to answer the question in the test.	✓	
TOTAL		7	0
PERCENTAGE		100%	0%

Observation : 4

Day / Date : Sunday, 15th May 2011

Class : II.1

Theme : My Place's Legend

TABLE IV.4
The Result of Observation

NO	OBSERVATION	CATEGORIES	
		YES	NO
1	The teacher chooses some words based on theme.	✓	
2	The teacher posts the terms that teacher want students to master.	✓	
3	The teacher posts the terms and their definitions.	✓	
4	The teacher posts sight words that students want to learn.	✓	
5	The teacher posts root words and affixes.		✓
6	The teacher teaches the students about vocabulary.	✓	
7	The teacher asks the students to answer the question in the test.	✓	
TOTAL		6	1
PERCENTAGE		85%	15%

Observation : 5

Day / Date : Sunday, 22th May 2011

Class : II.1

Theme : Imaginary World

TABLE IV.5
The Result of Observation

NO	OBSERBATION	CATEGORIES	
		YES	NO
1	The teacher chooses some words based on theme.	✓	
2	The teacher posts the terms that teacher want students to master.	✓	
3	The teacher posts the terms and their definitions.	✓	
4	The teacher posts sight words that students want to learn.	✓	
5	The teacher posts root words and affixes.		✓
6	The teacher teaches the students about vocabulary.	✓	
7	The teacher asks the students to answer the question in the test.	✓	
TOTAL		6	1
PERCENTAGE		85%	15%

Observation : 6

Day / Date : Sunday, 29th May 2011

Class : II.1

Theme : Ghost Story

TABLE IV.6
The Result of Observation

NO	OBSERVATION	CATEGORIES	
		YES	NO
1	The teacher chooses some words based on theme.	✓	
2	The teacher posts the terms that teacher want students to master.	✓	
3	The teacher posts the terms and their definitions.	✓	
4	The teacher posts sight words that students want to learn.	✓	
5	The teacher posts root words and affixes.	✓	
6	The teacher teaches the students about vocabulary.	✓	
7	The teacher asks the students to answer the question in the test.	✓	
TOTAL		7	0
PERCENTAGE		100%	0%

Observation : 7

Day / Date : Sunday, 5th June 2011

Class : II.1

Theme : Amazing Superheroes

TABLE IV.7
The Result of Observation

NO	OBSERVATION	CATEGORIES	
		YES	NO
1	The teacher chooses some words based on theme.	✓	
2	The teacher posts the terms that teacher want students to master.	✓	
3	The teacher posts the terms and their definitions.	✓	
4	The teacher posts sight words that students want to learn.	✓	
5	The teacher posts root words and affixes.	✓	
6	The teacher teaches the students about vocabulary.	✓	
7	The teacher asks the students to answer the question in the test.	✓	
TOTAL		7	0
PERCENTAGE		100%	0%

Observation : 8
 Day / Date : Sunday, 12th June 2011
 Class : II.1
 Theme : Funny World

TABLE IV.8
 The Result of Observation

NO	OBSERVATION	CATEGORIES	
		YES	NO
1	The teacher chooses some words based on theme.	✓	
2	The teacher posts the terms that teacher want students to master.	✓	
3	The teacher posts the terms and their definitions.	✓	
4	The teacher posts sight words that students want to learn.	✓	
5	The teacher posts root words and affixes.	✓	
6	The teacher teaches the students about vocabulary.	✓	
7	The teacher asks the students to answer the question in the test.	✓	
TOTAL		7	0
PERCENTAGE		100%	0%

TABLE IV.9
The Recapitulation Percentage of Observation Result

NO	OBSERVATION								YES		NO	
	1	2	3	4	5	6	7	8	F	P(%)	F	P(%)
1	✓	✓	✓	✓	✓	✓	✓	✓	8	100%	0	0%
2	✓	✓	✓	✓	✓	✓	✓	✓	8	100%	0	0%
3	✓	✓	✓	✓	✓	✓	✓	✓	8	100%	0	0%
4	✓	✓	✓	✓	✓	✓	✓	✓	8	100%	0	0%
5	✓	✓	✓	–	–	✓	✓	✓	6	75%	2	25%
6	✓	✓	✓	✓	✓	✓	✓	✓	8	100%	0	0%
7	✓	✓	✓	✓	✓	✓	✓	✓	8	100%	0	0%

1. The table IV.9 above shows that at the first item, the category of “YES” was acquired 8 items and “NO” was 0 item. It found that the percentage of “YES” is 100% and “NO” is 0%.
2. The table IV.9 above shows that at the second item, the category of “YES” was acquired 8 items and “NO” was 0 item. It found that the percentage of “YES” is 100% and “NO” is 0%.
3. The table IV.9 above shows that at the third item, the category of “YES” was acquired 8 items and “NO” was 0 item. It found that the percentage of “YES” is 100% and “NO” is 0%.
4. The table IV.9 above shows that at the fourth item, the category of “YES” was acquired 8 items and “NO” was 0 item. It found that the percentage of “YES” is 100% and “NO” is 0%.

5. The table IV.9 above shows that at the fifth item, the category of “YES” was acquired 6 items and “NO” was 2 items. It found that the percentage of “YES” is 75% and “NO” is 25%.
6. The table IV.9 above shows that at the sixth item, the category of “YES” was acquired 8 items and “NO” was 0 item. It found that the percentage of “YES” is 100% and “NO” is 0%.
7. The table IV.9 above shows that at the seventh item, the category of “YES” was acquired 8 items and “NO” was 0 item. It found that the percentage of “YES” is 100% and “NO” is 0%.

Finally, from the table above shows that the total category of “YES” was acquired 54 items and “NO” was 2 items. And it found that the percentage of “YES” is 96.4% and the percentage of “NO” is 3,6%. Category is GOOD.

C. The Data Presentation of Test

In order to get the answer of the second formulatin of the problem “Is there any significant influence of using word wall toward students’ vocabulary mastery at the second year students of MTs Al-Furqan Dumai?”, the data are presented as the result of test. The writer gave the tests to each student. The writer presents the result in following tables:

a. Data Pre-test of Experiment Class

TABLE IV.10
Students Score of Pre-test of experiment Class

NO	STUDENTS	SCORE	CATEGORY
1	Students 1	56	Failure
2	Students 2	53	Failure
3	Students 3	70	Poor
4	Students 4	76	Good
5	Students 5	70	Poor
6	Students 6	53	Failure
7	Students 7	70	Poor
8	Students 8	66	Poor
9	Students 9	63	Poor
10	Students 10	60	Failure
11	Students 11	60	Failure
12	Students 12	60	Failure
13	Students 13	56	Failure
14	Students 14	53	Failure
15	Students 15	53	Failure
16	Students 16	50	Failure
17	Students 17	40	Failure
18	Students 18	50	Failure
19	Students 19	46	Failure
20	Students 20	46	Failure
21	Students 21	43	Failure
22	Students 22	56	Failure
23	Students 23	72	Good
24	Students 24	86	Very Good
25	Students 25	89	Very Good
26	Students 26	76	Good
27	Students 27	56	Failure
28	Students 28	76	Good
29	Students 29	56	Failure
30	Students 30	66	Poor

TABLE IV.11
The Percentage of Students Answer in Pre-Test of Experiment Class

No	Category	Frequency	Percentage
1	Excellent	0	0
2	Very Good	2	6.66%
3	Good	4	13.33%
4	Poor	6	20%
5	Failure	18	60%

From the table above, it can be seen that the students' scores of pre-test in experiment class are ranged from excellent, very good, good, poor and failure. It can be seen that there is no student who comes into excellent level (0%), the students who have very good category are 2 students (6.66%), 4 students are in good category (13.33), 6 students are in poor category (20%), and the students who fall into failure category are 18 students (60%).

b. Data Pre-test of Control Class

TABLE IV.12
Students Score of Pre-test of Control Class

NO	STUDENTS	SCORE	CATEGORY
1	Students 1	53	Failure
2	Students 2	40	Failure
3	Students 3	63	Poor
4	Students 4	56	Failure
5	Students 5	40	Failure
6	Students 6	56	Failure
7	Students 7	66	Poor
8	Students 8	73	Good
9	Students 9	63	Poor
10	Students 10	66	Poor
11	Students 11	66	Poor
12	Students 12	46	Failure
13	Students 13	73	Good
14	Students 14	43	Failure
15	Students 15	80	Good
16	Students 16	46	Failure
17	Students 17	56	Failure
18	Students 18	56	Failure
19	Students 19	53	Failure
20	Students 20	66	Poor
21	Students 21	76	Good
22	Students 22	66	Poor
23	Students 23	56	Failure
24	Students 24	53	Failure
25	Students 25	66	Poor
26	Students 26	56	Failure
27	Students 27	56	Failure
28	Students 28	56	Failure
29	Students 29	40	Failure
30	Students 30	43	Failure

TABLE IV.13
The Percentage of Students Answer in Pre-Test of Control Class

No	Category	Frequency	Percentage
1	Excellent	0	0
2	Very Good	0	0%
3	Good	4	13.33%
4	Poor	8	26.66%
5	Failure	18	60%

From the table above, it can be seen that the students' scores of pre-test in control class are ranged from excellent, very good, good, poor and failure. It can be seen that there is no student who comes into excellent level (0%) and very good category is (0%), 4 students are in good category (13.33), 8 students are in poor category (26.66%), and the students who fall into failure category are 18 students (60%).

c. Data Post-test of Experiment Class

TABLE IV.14
Students' Score of Posttest of Experiment Class

NO	STUDENTS	SCORE	CATEGORY
1	Students 1	76	Good
2	Students 2	76	Good
3	Students 3	83	Very Good
4	Students 4	86	Very Good
5	Students 5	86	Very Good
6	Students 6	69	Poor
7	Students 7	86	Very Good
8	Students 8	86	Very Good
9	Students 9	80	Good
10	Students 10	86	Very Good
11	Students 11	86	Very Good
12	Students 12	80	Good
13	Students 13	83	Very Good
14	Students 14	76	Good
15	Students 15	76	Good
16	Students 16	63	Poor
17	Students 17	66	Poor
18	Students 18	76	Good
19	Students 19	66	Poor
20	Students 20	73	Good
21	Students 21	76	Good
22	Students 22	76	Good
23	Students 23	86	Very Good
24	Students 24	93	Excellent
25	Students 25	93	Excellent
26	Students 26	86	Very Good
27	Students 27	76	Good
28	Students 28	93	Excellent
29	Students 29	63	Poor
30	Students 30	76	Good

TABLE IV.15
The Percentage of Students Answer in Post-test of Experiment Class

No	Category	Frequency	Percentage
1	Excellent	3	10%
2	Very Good	10	33.33%
3	Good	12	40%
4	Poor	5	16.66%
5	Failure	0	0%

From the table above, it can be seen that the students' scores of post-test in experiment class are ranged from excellent, very good, good, poor and failure. It can be seen that there are 3 students who come into excellent level (10%), the students who have very good category are 10 students (33.33%), 12 students are in good category (40%), 5 students are in poor category (16.66%), and the students who fall into failure category are no student (0%).

d. Data Post-test of Control Class

TABLE IV.16
Students Score of Post-test of Control Class

NO	STUDENTS	SCORE	CATEGORY
1	Students 1	60	Failure
2	Students 2	56	Failure
3	Students 3	66	Poor
4	Students 4	66	Poor
5	Students 5	53	Failure
6	Students 6	63	Poor
7	Students 7	66	Poor
8	Students 8	76	Good
9	Students 9	66	Poor
10	Students 10	66	Poor
11	Students 11	66	Poor
12	Students 12	56	Failure
13	Students 13	76	Good
14	Students 14	53	Failure
15	Students 15	80	Good
16	Students 16	46	Failure
17	Students 17	56	Failure
18	Students 18	56	Failure
19	Students 19	56	Failure
20	Students 20	66	Poor
21	Students 21	76	Good
22	Students 22	73	Good
23	Students 23	56	Failure
24	Students 24	53	Failure
25	Students 25	66	Poor
26	Students 26	63	Poor
27	Students 27	56	Failure
28	Students 28	63	Poor
29	Students 29	46	Failure
30	Students 30	46	Failure

TABLE IV.17
The Percentage of Students Answer in Post-Test of Control Class

No	Category	Frequency	Percentage
1	Excellent	0	0
2	Very Good	0	0%
3	Good	5	16.66%
4	Poor	11	36.66%
5	Failure	14	46.66%

From the table above, it can be seen that the students' scores of post-test in control class are ranged from excellent, very good, good, poor and failure. It can be seen that there is no student who comes into excellent level (0%) and very good category is (0%), 5 students are in good category (16.66%), 11 students are in poor category (36.66%), and the students who fall into failure category are 14 students (46.66%).

D. The Display of the Data

1. The Recapitulation Score of Pre-test and Post-test

TABLE IV.18
The Recapitulation Score of Pre-Test and Posttest

Experimental Class				Control Class			
Students	Pre-test	Posttest	X*	Students	Pre-test	Posttest	X*
1	56	76	20	1	53	60	7
2	53	76	23	2	40	56	16
3	70	83	13	3	63	66	3
4	76	86	10	4	56	66	10
5	70	86	16	5	40	53	13
6	53	69	16	6	56	63	7
7	70	86	16	7	66	66	0
8	66	86	20	8	73	76	3
9	63	80	17	9	63	66	3
10	60	86	26	10	66	66	0
11	60	86	26	11	66	66	0
12	60	80	20	12	46	56	10
13	56	83	27	13	73	76	3
14	53	76	23	14	43	53	10
15	53	76	23	15	80	80	0
16	50	63	13	16	46	46	0
17	40	66	26	17	56	56	0
18	50	76	26	18	56	56	0
19	46	66	20	19	53	56	3
20	46	73	27	20	66	66	0
21	43	76	33	21	76	76	0
22	56	76	20	22	66	73	7
23	73	86	13	23	56	56	0
24	86	93	7	24	53	53	0
25	89	93	4	25	66	66	0
26	76	86	10	26	56	63	7
27	56	76	20	27	56	56	0
28	76	93	17	28	56	63	7
29	56	63	7	29	40	46	6
30	66	76	10	30	43	46	3

2. The Descriptive of Pre-test Experiment Class

TABLE IV.19
Descriptive of Pre-Test
Experiment Class Statistics
 Result of Pretest

N	Valid	30
	Missing	0
Std. Deviation		1.22372E1
Variance		149.748
Range		49.00
Sum		1827.00

Based on the table above, we can see that all sample are valid, no missing in analyzing the data. The standard deviation is (1.22372), variance is 149.748 and the range is 49.00 and the sum is 1827.00

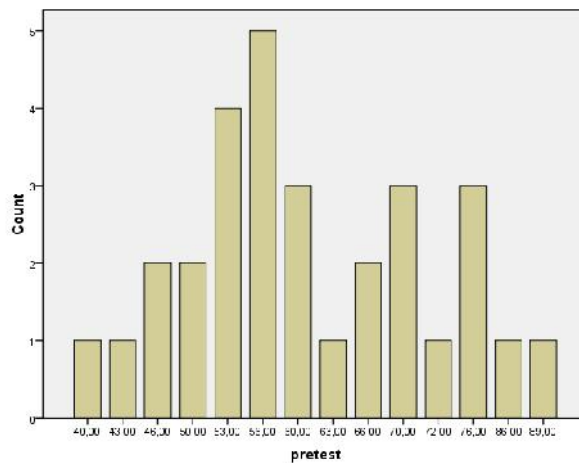
3. The Result of Pre- Test Experiment Class

TABLE IV.20
Result of Pre-Test Experiment Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	3.3	3.3	3.3
43	1	3.3	3.3	6.7
46	2	6.7	6.7	13.3
50	2	6.7	6.7	20.0
53	4	13.3	13.3	33.3
56	5	16.7	16.7	50.0
60	3	10.0	10.0	60.0
63	1	3.3	3.3	63.3
66	2	6.7	6.7	70.0
70	3	10.0	10.0	80.0
72	1	3.3	3.3	83.3
76	3	10.0	10.0	93.3
86	1	3.3	3.3	96.7
89	1	3.3	3.3	100.0
Total	30	100.0	100.0	

From the table IV.11, about the frequency distribution of experiment before showing the output from 30 respondents, the valid percent at interval 40 is 3.3%, at interval 43 is 3.3%, at interval 46 is 6.7%, at interval 50 is 6.7%, at interval 53 is 13.3%, at interval 56 is 16.7%, at interval 60 is 10%, at interval 63 is 3.3%, at interval 66 is 6.7%, at interval 70 is 10%, at interval 72 is 3.3%, at interval 76 is 10%, at interval 86 is 3.3%, at interval 89 is 3.3%.

4. The Bar of Pre-test Experiment Class



5. The descriptive of Post-test Experiment Class

TABLE IV.21
Descriptive post-test Experiment
Class Statistics

Result of post-test

N	Valid	30
	Missing	0
Std. Error of Mean		1.54599
Std. Deviation		8.46772
Variance		71.702
Range		30.00
Sum		2377.00

Based on the table above, we can see that all sample are valid, no missing in analyzing the data. The standard Error of Mean is 1.54599, the standard deviation is 8.46772, variance is 71.702 and the range is 30.00 and the sum is 2377.00.

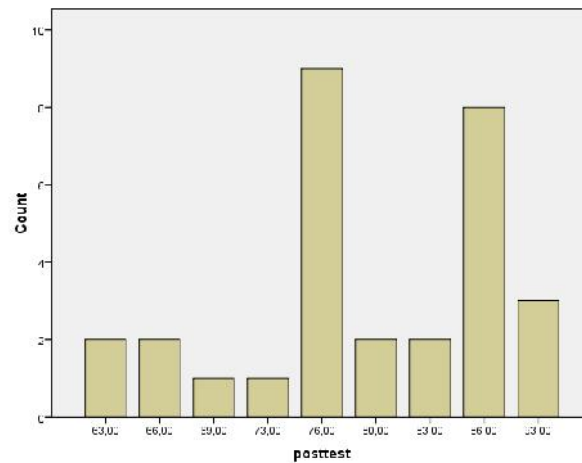
6. The result of Post-test Experiment Class

TABLE IV.22
Result of Posttest Expetiment Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 63	2	6.7	6.7	6.7
66	2	6.7	6.7	13.3
69	1	3.3	3.3	16.7
73	1	3.3	3.3	20.0
76	9	30.0	30.0	50.0
80	2	6.7	6.7	56.7
83	2	6.7	6.7	63.3
86	8	26.7	26.7	90.0
93	3	10.0	10.0	100.0
Total	30	100.0	100.0	

From the table IV.13, about the frequency distribution of experiment before showing the output from 30 respondents, the valid percent at interval 63 is 6.7%, at interval 66 is 6.7%, at interval 69 is 3.3%, at interval 73 is 3.3%, at interval 76 is 30%, at interval 80 is 6.7%, at interval 83 is 6.7%, at interval 86 is 26.7%, at interval 93 is 10%.

7. The Bar of Post-test Experiment Class



E. The Analysis of the Data

TABLE IV.23
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 The result of pre-test	60.9000	30	12.23717	2.23419
The result of posttest	79.2333	30	8.46772	1.54599

TABLE IV.24
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 The result of pre-test & the result of posttest	30	.828	.000

TABLE IV.25
Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 The result of pre-test – the result of posttest	1.83333E1	7.06782	1.29040	20.97250	15.69417	14.207	29	.000

Analysis output SPSS 16.0

1. *Output Paired Samples Statistics* shows mean before 60.9000, and after 79.2333, while N of two samples are 30. The Standard of Deviation before is showed 12.23717 and after is showed 8.46772. The Mean standard error before is showed 2.23419, and after is showed 1.54599.
2. *Output Paired Samples Correlation* shows correlation between before and after, where correlation obtained is .828 and samples of significance are .000. The probability of assumption are:
 - a. If the probability > 0.05 the null hypothesis can be accepted.
 - b. If the probability < 0.05 the null hypothesis cannot be accepted.

So, because samples of significance are 0.000 smaller than 0.05 it means the null hypothesis cannot be accepted. Meaning that there is a

significant different on students' vocabulary mastery between experiment and control class

3. *Output Paired Sample T Test* shows the analysis of result by using t- test.

Where t- test compares between t_0 (t observation) and t_t (t table). The score obtained of t_0 is 11.78 higher then t-table whether 5% and 1% ($2.04 < 15.69417 > 2.76$). It means that the null hypothesis cannot be accepted. The probability of assumption is:

- a. If the probability > 0.05 the null hypothesis can be accepted.
- b. If the probability < 0.05 the null hypothesis cannot be accepted.

Based on the result of Paired Sample t-test by using SPSS above, the t test sign is. $< r(0.00 < 0.05)$ H_0 cannot be accepted and H_a can be accepted. From the data above, mastering vocabulary by using word wall got influence toward students' vocabulary mastery.

After calculating the degree of freedom above, we know that the degree of freedom is 30. The t-table at 5% grade of significant is 2.04; while in the level of significant 1% are 2.76. So the writer can conclude that t_0 is higher than t-table 5% and 1%. It can be read that $2.04 < 15.69417 > 2.76$.

The score above shows that the alternative hypothesis can be accepted and it means that there is a significant different on students' vocabulary mastery between experiment and control class at the second year students of MTs Al-Furqan Dumai.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to know that the students' vocabulary mastery which taught by applying the word wall (experiment class) were higher than students' vocabulary mastery which do not (control class). And generally, there is any significant effect on students' vocabulary mastery between experiment class and the students of control class.

Vocabulary mastery is a one of the important aspect to be learned and mastered in language learning, and it is major core in studying a foreign language. The data analysis shows that there is a significant influence of using word wall toward students' vocabulary mastery. It can be seen from the students' vocabulary test scores were higher than before the treatment given.

After analyzed the data completely concerning the techniques used by students in mastering vocabulary at the second year students of MTs Al-Furqan Dumai. The researcher comes to some valueable conclusion as the research as follows:

1. Based on the observation items concerning the word wall used by teacher in teaching vocabulary, it is found that the use of word wall is good. Word wall supports students in learning activities including writing, reading and speaking, attract students' attention in mastering vocabulary and makes classroom atmosphere more interesting.

2. Based on the result of test items, it is found that the students' score of experiment class is higher than control class. It means mastering vocabulary by using word wall is effective.

B. Suggestion

The researcher would like to give some suggestion or contribution to make the process of teaching and learning English at MTs Al-Furqan Dumai will be better than before. And These suggestions as follows:

1. The use of word wall in teaching and learning process especially in vocabulary at MTs Al-Furqan are hoped to be more effective, because by supporting of good technique and media can improve the students in mastering vocabulary.
2. The write purposes to the head master and teachers of MTs Al-Furqan Dumai to cooperate each other to help students in solving their problem in learning, because giving much attention can make the aim and purpose of teaching and learning will be reached.
3. To the students of MTs Al-Furqan Dumai, the writer also hopes to improve their vocabulary mastery in learning English, because vocabulary is very influential to English learners in their efforts to learn the language, as the basis for being able to communicate through spoken and written interaction. In short, it is imperative for the students to have adequate vocabulary in order to communicate well.

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Appendix II

The Reliability of Test

After analyzing, the result of the try out, it has found that there were two items rejected. They were number 18 and 22. Item number 18 was rejected because the score of validity value was under 0.30. It means the item was too difficult to be answered by students. Some of them did not answer it correctly. While item, number 22 was rejected because the score of validity value above 0.70 means that the question was too easy to be answered by the students.

The writer calculates mean score of the try out 15.9 and standard deviation of try out was 4.38. After getting mean score and standard deviation of try out test. The reliability of try out test could be calculated. The reliability was 0.63. It means that the reliability of the test was high.

Data calculation of try out

Mean score of try out test

$$\begin{aligned}\bar{X} &= \frac{\sum x}{N} \\ &= \frac{477}{30} = 15.9\end{aligned}$$

Standard deviation of try out test

$$\begin{aligned}S &= \sqrt{\frac{\sum (X - \bar{X})^2}{N - 1}} \\ &= \sqrt{\frac{556.7}{30 - 1}} \\ &= \sqrt{\frac{556.7}{29}}\end{aligned}$$

$$= \sqrt{19.19}$$

$$= 4.38$$

Reliability of try out

$$r = \frac{N}{N-1} \left[1 - \frac{m(N-m)}{NX^2} \right]$$

$$= \frac{30}{30-1} \left[1 - \frac{15.9(30-15.9)}{30(4.38)^2} \right]$$

$$= \frac{30}{28} \left[1 - \frac{224.19}{575.4} \right]$$

$$= 1.03 [1 - 0.38]$$

$$= 1.03 [0.62]$$

$$= 0.63 \text{ (High)}$$

Appendix III

Observation :

Day / Date :

Class :

Theme :

The Result of Observation

NO	OBSERVATION	CATEGORIES	
		YES	NO
1	The teacher chooses some words based on theme.		
2	The teacher posts the terms that teacher want students to master.		
3	The teacher posts the terms and their definitions.		
4	The teacher posts sight words that students want to learn.		
5	The teacher posts root words and affixes.		
6	The teacher teaches the students about vocabulary.		
7	The teacher asks the students to answer the question in the test.		
TOTAL			
PERCENTAGE			

Appendix V

Answer Key

I. Complete the sentence

1. Library
2. School
3. Jacket
4. Potatoes
5. Pencil case
6. Secretary
7. Laboratory
8. Dictionary

II. Synonym

9. Leave
10. Carry
11. Large
12. Pretty
13. Dwell

III. Antonym

14. a. Hard
15. c. Present
16. b. Cheap
17. a. Ugly
18. b. Never

IV. Lexical item

19. Mouse
20. Knife
21. Tell
22. Eat
23. Teeth
24. Sale
25. Brake

V. Group of word

26. Dictionary, book, eraser
27. Bread, rice, cheese
28. Dentist, stethoscope, nurse
29. Jacket, trouser, dress
30. Banana, orange, watermelon

REJECTED AND REVISED ITEMS

No	Rejected items	No	Revised Items
1	18. ate	1	18. came
2	22. He <u>always</u> comes here. a. constantly b. Never c. forever d. everytime	2	22. He <u>often</u> comes here. a. always b. usually c. seldom d. never

Appendix VIII

Table of Item Discrimination

Items	U	L	U+L	F.V	U-L	D
1	12	6	18	0.6	6	0.4
2	10	4	14	0.47	6	0.4
3	10	6	16	0.53	4	0.27
4	11	6	17	0.57	5	0.3
5	10	5	15	0.5	5	0.3
6	12	8	20	0.67	4	0.27
7	8	5	13	0.43	3	0.2
8	11	8	19	0.63	3	0.2
9	8	4	12	0.4	4	0.27
10	12	6	18	0.67	6	0.4
11	10	10	20	0.47	0	0
12	9	6	15	0.5	3	0.2
13	8	5	13	0.43	3	0.2
14	8	4	12	0.4	4	0.27
15	10	7	17	0.57	3	0.2
16	9	5	14	0.47	4	0.27
17	11	7	18	0.6	4	0.27
18	5	2	7	0.23	3	0.2
19	10	5	15	0.5	5	0.3
20	10	4	14	0.47	6	0.4
21	11	6	17	0.57	5	0.3
22	13	9	22	0.73	4	0.27
23	10	5	15	0.5	5	0.3
24	9	4	13	0.43	5	0.3
25	10	6	16	0.53	4	0.27
26	8	8	16	0.53	0	0
27	8	7	15	0.5	1	0.07
28	10	10	20	0.67	0	0
29	10	8	18	0.6	2	0.13
30	10	8	18	0.6	2	0.13

Tabel Nilai “T” untuk Taraf Signifikan 5% dan 1%

Df/db	Taraf Signifikan		Df/db	Taraf Signifikan	
	5%	1%		5%	1%
1	12,71	63,33	24	2,06	2,80
2	4,30	9,92	25	2,06	2,79
3	3,18	5,84	26	2,06	2,78
4	2,78	4,60	27	2,05	2,77
5	2,75	4,03	28	2,05	2,76
6	2,45	3,71	29	2,04	2,76
7	2,36	3,50	30	2,04	2,75
8	2,31	3,36	35	2,03	2,75
9	2,26	3,25	40	2,02	2,72
10	2,23	3,17	45	2,02	2,72
11	2,20	3,11	50	2,01	2,68
12	2,18	3,06	60	2,00	2,65
13	2,16	3,01	70	2,00	2,65
14	2,14	2,98	80	1,99	2,64
15	2,13	2,95	90	1,99	2,63
16	2,12	2,92	100	1,98	2,63
17	2,11	2,90	125	1,98	2,62
18	2,10	2,88	150	1,98	2,61
19	2,09	2,86	200	1,97	2,60
20	2,09	2,84	300	1,97	2,59
21	2,08	2,83	400	1,97	2,59
22	2,07	2,82	500	1,96	2,59
23	2,07	2,81	1000	1,96	2,58

CURRICULUM VITAE



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